
**Country Analysis
Education**

Sierra Leone



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1 General educational situation

1.1 Educational history

The standard of education in Sierra Leone before and immediately after independence was one of the best around the world. With the University of Sierra Leone established in 1827, Sierra Leone was dubbed, "Athens of West Africa." But that educational system fell on hard times. Over a long period of neglect, the country witnessed an erosion of standards in its educational system. From 1970 to 1985, the average growth rate for primary school enrollment was slightly more than 6.0 percent, while that for secondary school enrollment was just over 6.5 percent. From 1985 to 1990, the average annual growth rate for primary school enrollment fell to 2.0 percent, while that for secondary school enrollment fell to 1.6 percent. Besides these enrollment concerns, the outputs of institutions at the technical/vocational and teacher education levels had also been found wanting.

In the pre-1993 educational system, preschool (ages 1 to 5) was optional and was run by private institutions. Primary school children (ages 5 to 12) started class 1 at age 5 and finished class 7 at age 12. It was a seven-year program at the end of which the pupil was to take an external examination called the Common Entrance, later renamed the Selective Entrance Examination. The exam was used to determine who would enter secondary school and who would not. Ages for secondary school were 12 to 17 or 19 years. At the end of the first five years of secondary school, the student was to take the General Certificate of Education Examination (GCE Ordinary Level) to determine who would enter Sixth Form, college or university, and who would not. Those who failed, depending on the grades they made, would repeat the exams, enter primary teacher colleges or technical/vocational institutions, or join the workforce. Those who passed the exam would either enter the Sixth Form, where they would spend two years preparing for university, or enter university at the preliminary level. At the end of the Sixth Form, students were to take the Advanced Level Examination. Those who passed this exam would enter university at the intermediate (first year) level, skipping the preliminary level. Those who failed would enter university at the preliminary level.

Technical/vocational institutes (one, two, or three years) were designed to give opportunities to those who did not make it at the purely academic arena to learn trades. However, these institutes were seriously neglected and so collapsed. Teacher colleges (three years) trained teachers for primary and secondary schools. They offered a three-year program after secondary school, especially for those who did not meet the requirements for universities. The Milton Margai Teachers College trained teachers for secondary schools; it was a three-year program for those who passed a minimum of four subjects at the GCE Ordinary Level examination. Successful candidates were offered the Higher Teachers Certificate (HTC) upon graduation. The university level (three or four years) was represented by The University of Sierra Leone. By 1993 it had three constituent colleges: Fourah Bay College; Njala University College; and College of Medicine, Allied Health Sciences. The university also had the Institute of Public Administration (IPAM) and the Institute of Education.

The new system of education articulates seven major objectives for education in Sierra Leone: The system is to provide broad-based education for children from class 1 to junior secondary school through the creation of relevant curricula and teaching/learning resources. Through a well-reasoned development of incentives, cost-recovery measures, scholarships, and work study programs, access to basic education (especially for girls) will be increased. Another

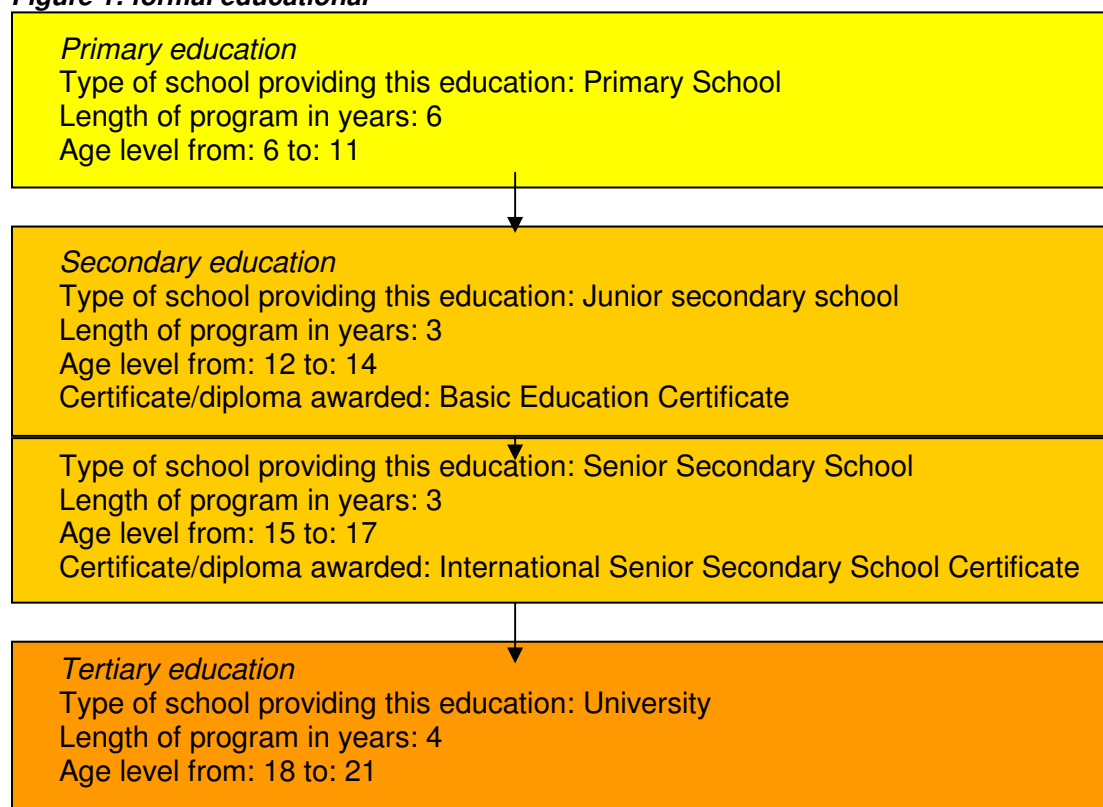
major objective is to improve the quality and relevance of education. Technical and vocational education is to be expanded within the formal and nonformal sectors of education. An important objective is seeking to increase opportunities for the acquisition of literacy, numeracy, and technical and vocational skills within the formal and nonformal sectors of education. The new system also aims to provide equity in education by enforcing the policy of nondiscrimination in all schools, as well as ensuring the similarity of standards and quality of education for all children regardless of where they attend school. The final major objective is to develop in children relevant skills, attitudes, and values that will enable them to be effective and responsible citizens.

1.2 formal educational system

In the new 6-3-3-4 system of education, the first six years consist of primary education followed by three years of junior secondary education for all primary school graduates. This 6-3 block (a total of 9 years) makes up the formal part of basic education. At the end of junior secondary school, students take the Basic Education Certificate Examination (BECE) which, together with their continuous assessment profiles, determines whether they will continue their education at general or specialist senior secondary schools or proceed to technical and vocational schools of varying course content and duration.

Students in senior secondary school, at the end of their program, take the international Senior Secondary School Certificate Examination (SSSCE) in competition with other students in English-speaking West Africa. The West African Examinations Council (WAEC) is responsible for conducting this examination. Students who pass this exam and meet the requirements of the University of Sierra Leone may continue their formal education for four years for a first degree. Students in junior secondary school who are in technical and vocational tracks may, upon graduation, enter the workforce or continue their formal education in a technical/vocational institute. In the effort to properly monitor the standard and quality of education, and improve retention, the new system has introduced continuous assessment. This system of continuous assessment also facilitates effective guidance and counseling of students, besides being part of their terminal examination grades in the various examinations at different levels.

Figure 1: formal educational



1.3 Government education policy

Goals of education by the ministry of education, science and technology

Taking into considerations its statutory mandate, the ministry developed the government goals of education that take into cognisance international markers such as the Education For All (EFA) programmes, the Millennium Development Goals (MDG) and the desperate desire to recover from the throes of war.

The goals are:

- Reduction and relief of poverty using education
- Significant increase in the literacy rate
- Free and compulsory quality Basic Education
- Gender equity in access to and participation in education
- Increase in access to quality education at post Junior Secondary School level
- Empowerment of youth through education
- Increased access to education for the disadvantaged and disabled
- Decrease in regional and district disparities in access and quality education
- Greater decentralisation of education and devolution of authority by increase in community ownership of schools.

The government has progressively increased allocation to the Education sector to about 23% of the national budget. This increased allocation has facilitated improved access to fundamental quality education.

1.4 Providers of education

The government provides education. But the government has also been able to mobilise resources and expatriates services in the education recovery programme. These include donors such as UNESCO, the World Bank, the Islamic Development Bank, The African Development Bank, UNICEF, Norwegian Refugee Council and more.

1.5 The quality of education

Table 1: Sierra Leone's Human development index 2005

HDI value	Life expectancy at birth (years)	Adult literacy rate (% ages 15 and older)	Combined primary, secondary and tertiary gross enrolment ratio (%)	GDP per capita (PPP US\$)
1. Iceland (0.968)	1. Japan (82.3)	1. Georgia (100.0)	1. Australia (113.0)	1. Luxembourg (60,228)
175. Guinea-Bissau (0.374)	171. Mozambique (42.8)	131. Mozambique (38.7)	153. Mauritania (45.6)	167. Madagascar (923)
176. Burkina Faso (0.370)	172. Lesotho (42.6)	132. Ethiopia (35.9)	154. Guinea (45.1)	168. Guinea-Bissau (827)
177. Sierra Leone (0.336)	173. Sierra Leone (41.8)	133. Sierra Leone (34.8)	155. Sierra Leone (44.6)	169. Sierra Leone (806)
. ()	174. Angola (41.7)	134. Benin (34.7)	156. Ethiopia (42.1)	170. Niger (781)
. ()	175. Swaziland (40.9)	135. Guinea (29.5)	157. Papua New Guinea (40.7)	171. Tanzania (United Republic of) (744)
. ()	177. Zambia (40.5)	139. Burkina Faso (23.6)	172. Niger (22.7)	174. Malawi (667)

1.6 Religion within education

The Sierra Leone constitution provides freedom of religion and the government generally protects this right, and does not tolerate its abuse.

With regard to religion in Sierra Leone, the predominant faith is Islam, which is practiced by around 60% of the population; 30% adhere to Christianity; and 10% adhere to their indigenous religions.

Unlike many other African countries, the religious and tribal mix of Sierra Leone rarely cause religious or tribal conflict

1.7 Literacy

Table 2: Literacy rates

	Youth literacy			Adult literacy		
	15 – 24 year: total	15 – 24 year: male	15 – 24 year: female	15 and older: total	15 and older: male	15 and older: female
2004	47.9 %	59.6 %	37.4 %	34.8 %	46.7 %	24.2 %
Prospected 2015	67.4 %	75.7 %	59.2 %	47.6 %	58.5 %	37.1 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

1.8 Teacher education

There are six teacher training college in Sierra Leone that train teachers. These were recently converted into polytechnics. Five of these train people in primary education. They are Port Loko, Makeni and Bo Teachers College and former Bunumbu College now called Eastern Polytechnic and the Freetown Teachers College. Former Milton Margai College of Education MMCE now upgraded into a polytechnic called Milton Margia College of Education and Technology is special as it produces teachers for both primary, secondary and has a Bachelor in Education and other subjects i.e. TC, HTC and B.A.

There are two separate Universities as of year 2005. They are Njala University, which produced teachers for secondary classes in the Faculty of Education. Similarly the Fourah Bay College campus of The University of Sierra Leone does the Diploma in Education at Postgraduate level. The Bo Teachers College is now combined with the Njala University College as a campus under the new University Act. All of these teacher-producing institutions are linked with the Ministry of Education who gives the subvention for their operation.

The Ministry also has done some rationalization and organization of its departments and units responsible for teacher training. The initial Tertiary Division was comprising Teacher Training and Teacher Education. It has now shifted to a Directorate system. The new Directorate of Higher Education Science and Technology has three (3) Divisions – namely

- (1) Science Education
- (2) Technical Vocational
- (3) Higher Education.

The third Division is responsible for Tertiary and Teacher Education and is mandated to coordinate Teacher Training nation wide and to initiate projects.

Unfortunately the Division of Higher Education does not fulfill all those mandate. It leads to neglect of the in-service component of teacher training. Its is rather sad because the upgrading of teachers as in the field is of paramount important to maintain quality teaching by knowledgeable teachers.

The situation is partially arrested by the collaborative efforts of education partners to close the gaps.

These are among other:

1. UNICEF - Teacher Development Initiatives TDI.
2. PLAN Sierra Leone TDI plus Distance Education DE
3. Norwegian Refugee Council - Complementary Rapid Education for Primary schools CREPS

1.9 Conclusions

Sierra Leone is a very poor country where a lot of war have taken place the last years. The amount of information about education in Sierra leone is very poor. A lot of people in Sierra Leone can't read or write. NGO's are necessary to provide education for all.

2 Primary education

2.1 School attendance

The participation of children in primary school in Sierra Leone is measured by the gross enrolment ratio and the net enrolment rate.

The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

The net enrolment rate (NER) is the number of pupils of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group.

For Sierra Leone the Unesco Institute for Statistics made an estimation of this rate.

For Sierra Leone only the regional average rate is available.

Table 3: Participation in primary school in 2005 regional average

	Total	Male	Female
GER	95 %	101 %	89 %
NER (UIS estimation)	69 %	72 %	66 %

For the latest rates see:

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=121&IF_Language=eng&BR_Country=6940

Drop-outs

There is an alarming drop-out rate in some of the sampled schools. The most common reasons advanced by parents and teachers for high drop-out rates in schools were: lack of money, truancy, early marriage, pregnancy, and child labour. In the North of the country a considerable number of children leave school to beg in the streets for or with their parents and/or extended family members.

2.2 Providers of primary education

There is government education and non-government education (NGO's) in Sierra Leone. Government has a policy commitment to provide free basic education. Huge financial and material resources have been poured into the education sector. This has reflected in what may seem an impressive increase in the number of schools and pupil enrollment. For example, there were 687 additional Primary schools in the country in 2003 than there were in 2002.

2.3 School accessibility

The official number of pupils that should be in a class is 45. In Moyamba however it was discovered that the average number of pupils in class was 65; while in Bonthe it was 57. In Kenema and Kailahun Districts, the number of pupils in class was 64 and 71; while in Port

Loko and Bombali Districts, the numbers stood at 54 and 70 respectively. There are not enough teachers and money to make classes smaller.

Main reasons for children not to go to school are early marriage and pregnancy, poverty. Other problems lay in corruption of teachers and a lack of teachers in some schools.

2.4 Tuition fees and other costs

Despite government's big plan to make education free for Sierra Leonean children, the fact that teachers frequently levy exorbitant school charges on pupils is counterproductive to the whole initiative. Exorbitant school charges are limiting enrollment and retention rate in schools. More than half of all schools asks school charges.

Parents were also asked to pay fees for extra classes especially for pupils in class 6 and JSS 3, report cards, World Food Programme free food ration, and so on. In some cases, pupils were forced to purchase from the school such items as uniforms, belts, books, berets, straw hats among other things. Most Primary school pupils complained that teachers collected money and other items from them during the 2004/2005 Academic Year in order to obtain high marks in the Arts and Crafts subject. This practically shows that in spite of the promise of free basic education for all, much of the burden of the cost of education still heavily rests on the shoulders of parents.

2.5 Curriculum

The primary school curriculum includes indigenous languages, practical creative arts, pre-vocational subjects, and social and physical/health education.

2.6 Teachers

Teachers are bedeviled with multitudinous challenges, which are epitomized below:

- underpayment of salaries
- inadequate if not complete lack of in-service training
- jettisoning of names from paying vouchers
- non-payment or late payment of salaries
- biasness in the promotion process
- cumbersome bureaucracy in the education administration system.

Unqualified teachers

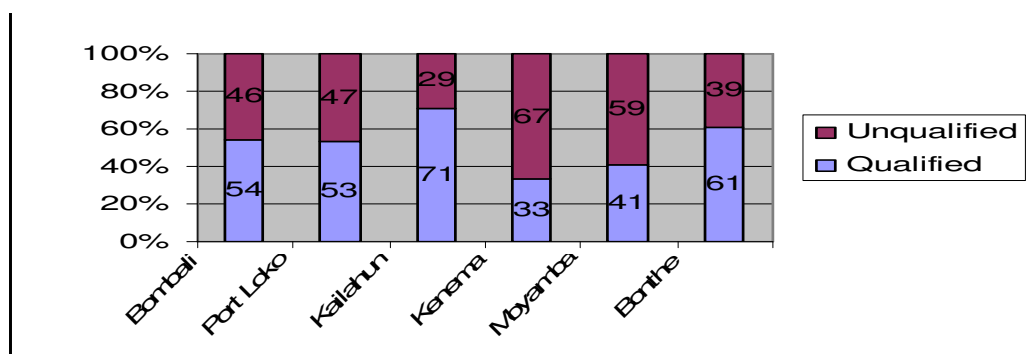
To assess the quality of school teachers, Head Teachers and Principals were asked to provide information on the number of qualified and unqualified teachers in their schools.

A "qualified" teacher for the purpose of this exercise, is an individual that must have successfully completed a course in a teacher training institution and awarded one or more of the following: Teachers Certificate (TC); Higher Teachers Certificate-HTC (Primary and Secondary); Bachelor of Education - B. Ed (Primary and Secondary); B. Sc/B.A Ed.; B.A/B. Sc. Dip and other Diplomas.

The case is that teachers who possess a Diploma in Education degree and the B.A Ed./B. Sc. Ed. degrees obtain higher remuneration than those that have only general degrees. The findings reveal an alarming proportion of unqualified teachers in the sampled schools. In

Bombali 54%; in Port Loko 53%; in Kailahun 71%; in Kenema 33%; in Moyamba 41% and in Bonthe 61% of teachers in the sampled schools did not possess the requisite professional teaching qualification. The graph below explains the percentage of qualified and unqualified teachers in the sampled schools:

Figure 2: Percentage of qualified and unqualified teachers in 2006



2.7 Infrastructure

Schoolbooks

As part of its plans to provide free basic education in the country, the government is providing free teaching and learning materials to schools. MEST via its Regional Educational offices and District Inspectorates elicit information country-wide about teaching and learning materials in the schools. With the information provided, the MEST distributes these materials to schools with the help of contractors in Freetown. The materials move from Freetown to the Regional and District Education Offices; and then to the schools. The process is usually enveloped in a big political fanfare to show the masses some of the 'good' works of the government.

However the question in how many student are really receiving a book. For instance, in some districts 12% of the respondents stated that they received textbooks for English Literature; 10% said they received textbooks for Mathematics; 8% of them got books for English; while 6% received books for General Science.

Furniture

Information from Head Teachers, Principals and school children on the availability and sufficiency of furniture and infrastructure was pathetic. In the Kenema District, 43% of pupils interviewed stated that they had no chairs/benches to sit on and desks to write on; while 61% of the pupils in the Kailahun District shared the same view. In Bombali 53%; in Port Loko 40%; in Bonthe 34%; and in Moyamba District 14% of the pupils interviewed equally stated that they were not provided with chairs/benches and desks in schools.

Conditions in some of the schools are so terrible that some of the pupils were seen sitting on roughly constructed bamboo cane chairs which they claim to have provided for themselves. In Bombali 48%; in Port Loko 53%; in Kenema 38%; in Kailahun 63%; in Bonthe 27%; and in Moyamba 12% of the pupils interviewed confirmed that it was not surprising for Primary school authorities to ask them to provide their own furniture in class.

Hygiene conditions

The hygiene conditions in some schools are below the expected standard. Water was mainly fetched from wells (some unprotected) and streams. Some schools had no source of portable drinking water. Toilet facilities were also extremely poor. Some schools did not even have toilet facilities which sometimes led teachers to leave school early for their houses to ease themselves. Some pupils defecate in the nearby bush as the only alternative available to them.

2.8 Quality indicators

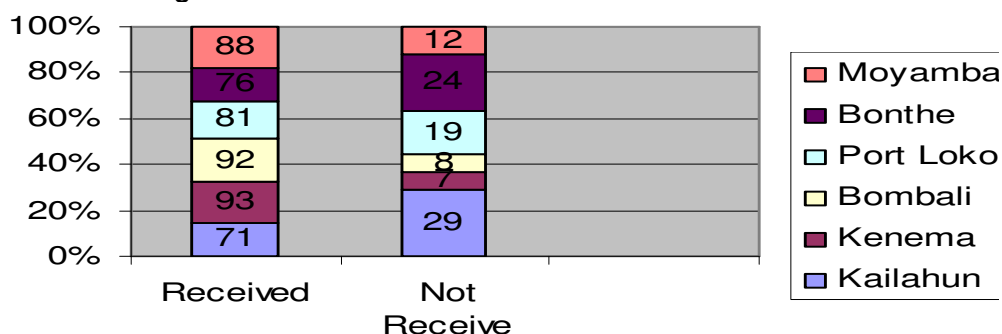
It is very hard to find any quality indicating rate for Sierra Leone. The only available rate is pupil/ teacher ratio.

The Pupil / teacher ratio for 2001 is 37.

2.9 Government assistance

In an effort to realize its dream of free education, the government introduced a policy of providing funds to subsidize the cost of Primary school education. Government allocates the sum of Le 2,000 per term (multiply by three terms) for every Primary school pupil nationwide.

Figure 3: Percentage of schools that received school subsidies for the 2004/2005 academic year



2.10 Conclusions

It should be borne in mind that parents, government and the Non-Governmental Organization (NGO) community have made several commendable efforts to foster quality education in the country. These efforts emanated from the acknowledgement of the significance of education to the recovery process in the country. The number of Primary schools as well as girls' enrolment has swelled considerably. In spite of this progress, the Education Sector is punctuated with challenges like:

- inadequate institutional capacity to address the burgeoning demands of such a large service delivery sector;
- lack of accountability;
- and grinding poverty.

3 Secondary education

3.1 School attendance

The participation of children in secondary school in Sierra Leone is measured by the gross enrolment ratio and the net enrolment rate.

The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education. The Unesco Institute for Statistics made an estimation of this rate.

The net enrolment rate (NER) is the number of pupils of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group. The Unesco Institute for Statistics made an estimation of this rate.

For Sierra Leone only the regional average rate is available.

Table 4: Participation in secondary school in 2005 regional average

	Total	Male	Female
GER (UIS estimation)	31%	35 %	28 %
NER (UIS estimation)	25 %	28 %	23 %

For the latest rates see:

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=121&IF_Language=eng&BR_Country=6940

3.2 Providers of secondary education

There is no state provision for free secondary education. As such the majority of children, including the increasing number of orphans and ex-combatants have no hope of schooling after primary school. Only NGO can give them the possibility to follow secondary education.

3.3 Curriculum

The secondary level is divided into two sublevels, each of three years duration, the Junior Secondary School and Senior Secondary School. Each of these levels has an end point external examination.

Junior secondary education

Some of the aims of junior secondary education are to introduce subjects encouraging the development of nationally desired and marketable skills and the provision of training in community awareness and community responsibility. At the end of junior secondary school, students take the Basic Education Certificate Examination (BECE), conducted by the West African Examinations Council. Continuous assessment forms part of each student's final grade.

Senior secondary education

Senior secondary school (SSS) is the final stage of the secondary school education; it is a three-year program for students between the ages of 15 and 18 who have completed the JSS course and obtained the required BECE grades. This level contains an element of specialization, preparing the student for university education or a professional school or any other postsecondary institution. There are two kinds of senior secondary schools—general and specialist. The general secondary school operates a comprehensive curriculum, while the specialist secondary school caters to students whose interests and aptitudes are for such specialized subject areas as science and mathematics, technology, liberal arts, and business studies. In general, students at this level are offered a set of core (compulsory) subjects and some optional subjects. At the end of senior secondary school, a student takes the Senior Secondary School Certificate Examination (SSSCE). A student's grade at this examination, together with the student's continuous assessment grade, determines the student's final grade for this level.

3.4 Future plans

Plans/ goals of the government for secondary education are:

- At least one Junior Secondary School in each of the 149 chiefdoms by 2007.
- Free junior secondary education for all girls by 2006.
- Free junior secondary education for all by 2010.

3.5 Conclusions

Very few children follow secondary education in Sierra Leone. The government wants to provide free secondary education to stimulate children to follow secondary education. Secondary education has two phases in Sierra Leone: junior secondary school and senior secondary school.

4 Higher education and university

4.1 School attendance

The participation of children in higher education in Sierra Leone is measured by the gross enrolment ratio and the net enrolment rate.

The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education. The Unesco Institute for Statistics made an estimation of this rate. For Sierra Leone only the regional average rate is available.

Table 6: Participation higher education in 2005 regional average

	Total	Male	Female
GER (UIS estimation)	5 %	6 %	4 %

For the latest rates see:

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=121&IF_Language=eng&BR_Country=6940

University of Sierra Leone (USL) had 3,003 students. Fifteen technical and vocational institutes, with an estimated enrolment of 10, 000 students, have been upgraded to tertiary institutions. The capacity for enrolling students in the professional schools, especially the health-related schools, is limited. Many factors are responsible for the low intake of students in these schools such as students academic qualifications and financial constraints. The entire enrollment in the professional school is estimated at 500.

Student Enrollment at The USL: 1999-2000		
Institution	Female Total	
Fourah Bay College	299	1,568
Njala University College	98	820
College of Medicine and Allied Sciences	42	169
Institute of Public Administration and Management	124	446
Total	563	3,003

Source: Ministry of Education (June 2000).

4.2 Providers of higher education and university

Higher education refers to all formal education received after the completion of secondary schooling. In Sierra Leone, higher education comprises the following:

- The University of Sierra Leone with its constituent colleges and institutes
- The Open University
- Polytechnics
- Teachers Colleges
- Technical/Vocational Institutes

- Professional schools such as the National School of Nursing and the School of Hotels and Tourism.

4.3 Student fees and other costs

More than 90% of the funds for tertiary institutions come from the government. Additional funds come from school fees and donations from donor agencies. Private tertiary institutions rely on generating funds from school fees rather than from donor agencies.

In the 1995-96 academic year, the government grant to tertiary education was approximately \$1.6 million. Of this, USL received 60%; MMCE received 9%, and the other five teachers colleges received about 6% each. Salaries and emoluments accounted for 66% of that year's actual expenditure.

4.4 Forms of higher education

The University

The university of Sierra Leone has, throughout the years, suffered from chronic neglect. It has been struggling for quality and relevance. The new system still entrusts the university with the responsibility of producing the high-caliber, top-level manpower needs of the country. It is hoped that the implementation of the White Paper on Kwame Report will take care of the problems that have paralyzed the university over the years. Fourah Bay College (FBC) continues to provide education in pure and applied sciences with special emphasis on professional career development in engineering, technology, law, arts, and behavioral sciences. Njala University College (NUC), continues to promote the sciences, agriculture, home economics, environmental science, and education. The new system endorses the introduction of forestry and veterinary science at Njala University College. The Institute of Public Administration and Management is to be upgraded to degree awarding status with a mandate to offer courses for professional qualifications such as the ACCA. Additionally, the College of Allied Health Sciences (COMAHS) strengthens and promotes the medical profession and allied health sciences.

Technical/Vocational Education

The new 6-3-3-4 system greatly favors technical and vocational education. This kind of education does not only serve school leavers but also older adults as well. The technical/vocational component of higher education is designed to grapple with the shortage of skilled manpower. Some of the objectives of technical/vocational education are to increase the number of indigenous, skilled, lower middle-level, blue collar workers; to produce a more literate, numerate, middle-level workforce to enhance national development; to encourage women and girls to participate in national development through the acquisition of technical and vocational skills; and to create the conducive environment for the development of appropriate indigenous technology.

There are three levels of the technical/vocational educational structure. In level one, the student spends three years leading to the technical/vocational certificate (T/V certificate) stage three, or two years leading to the T/V certificate stage two, or one year leading to the T/V certificate stage one. In level two, the student spends two years leading to the Ordinary National Diploma (OND) after obtaining the T/V certificate stage three. In level three, the student spends two years leading to the Higher National Diploma (HND) after obtaining the OND. The polytechnics offer the HND as their highest qualification; the technical/vocational institutes offer the OND and HNC as their highest qualification, and the

trade/technical/vocational centers offer the T/V certificate stages one to three. The community education/animation centers offer courses to early school leavers and adult learners, which qualify them for entry into technical/vocational centers.

Professional Education

Professional schools such as the School of Nursing; the Hotel and Tourism Training Center; the Institute of Library, Archive, and Information Studies; and the Law School are entrusted with the responsibility to train professionals.

Private Institutions

Private institutions have always been a significant part of Sierra Leone's education system. Unlike government/public institutions, private institutions do not receive assistance from public funds. The establishment and maintenance of private institutions is guaranteed in part 11, section 3 (c) of the Education Act No. 63 of 1964. The new system upholds the existence of private institutions as long as no child is discriminated against by the private institution on the grounds of race, creed, or religion. The new system endorses the principle of partnership in the provision of education. Although not funded with public funds, private institutions are expected to follow the prescribed national curriculum with specific reference to Sierra Leonean languages, Sierra Leone studies, and life skills subjects. They are also subject to regular and systematic inspection by the Department of Education Inspectorate staff. Students in these institutions are allowed to take the NPSE, BECE, and SSSCE. The new system stipulates that at least 25 percent of the teaching staff in a private institution shall be Sierra Leoneans.

4.5 Teachers and management

4.5.1 Teachers

The university of Sierra Leone had a staff of 1,584. Of which only 87 were academic staff.

Staff Members at USL by Institution and Gender: 1999-2000		
Institutes/Colleges	Female	Total
Fourah Bay College	135	713
Njala University College	96	532
College Of Medicine And Allied Health Services	40	161
Institute of Public Administration	-	80
Institute of Education	8	38
Secretariat	-	60
Total		

4.5.2 Management

Below the head of state, who is the chancellor of the university are: the pro-chancellor, the vice-chancellor, the secretariat, the Board of Trustees, the constituent colleges, the auditors, the court, the senate, the faculties, the deans of faculties, heads of departments, and the staff. The technical institutes have boards of governors with government representatives comprising seven of their 12 members. The college council governs the teachers colleges.

4.6 Conclusions

The government pays the 90 % of all costs for tertiary education, but still only 5 % of the children is following tertiary education. The quality of education is not so good. Only a small part of the staff had academic schooling.

5 Informal education and literacy

The Department of Education, the Basic Education Commission, and the Adult Education Committee will work together to implement a language policy to facilitate the use of English and indigenous languages in literacy and nonformal education classes. These bodies, among other things, will also ensure that by the year 2020, animation centers/community education centers are established in every district and attached to all teacher training colleges. The new system also envisages a situation whereby the enrollment and retention of female students will be encouraged by making their primary education free and compulsory, as well as making it possible for young mothers to be re-admitted into the formal system of education. The National Education Action Plan (NEAP) clearly specifies that in nonformal and adult education, the focus is on women and girls with particular attention to rural folk, street children, the disabled, and the disadvantaged. A Materials Development Department is in place to provide materials for literacy classes.

Sources

Text	URL / ISBN
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1.2 Formal educational system	<ul style="list-style-type: none"> • http://education.stateuniversity.com/pages/1334/Sierra-Leone-EDUCATIONAL-SYSTEM-OVERVIEW.html • http://www.ibe.unesco.org/International/ICE47/english/Natreps/reports/sierraleone.pdf
1.3 Government education policy	<ul style="list-style-type: none"> • http://www.ibe.unesco.org/International/ICE47/english/Natreps/reports/sierraleone.pdf
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2.4 Tuition fees and other costs	<ul style="list-style-type: none"> • http://www.slccg.org/Basic%20Education%20Report.doc
2.5 Curriculum	<ul style="list-style-type: none"> • http://www.firstmonday.org/issues/issue7_3/kargbo/index.html
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3.1 School attendance	<ul style="list-style-type: none"> • http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=121&IF_Language=eng&BR_Country=6940
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3.3 Curriculum	<ul style="list-style-type: none"> • http://www.firstmonday.org/issues/issue7_3/kargbo/index.html • http://education.stateuniversity.com/pages/1336/Sierra-Leone-SECONDARY-EDUCATION.html
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4.1 School attendance	<ul style="list-style-type: none"> • http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=121&IF_Language=eng&BR_Country=6940 • http://www.bc.edu/bc_org/avp/soe/cihe/inhea/profiles/Sierra_Leone.htm
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5 Informal education and literacy	<ul style="list-style-type: none"> • http://education.stateuniversity.com/pages/1339/Sierra-Leone-NONFORMAL-EDUCATION.html